EFL Learners' Anxiety versus Learning Strategy and Literal Listening Score: How Do They Correlate?

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Abstract: This recent study is aimed at identifying the profile of students' anxiety in literal listening class, the correlation between the EFL learners' strategy attainment and the listening score controlled by anxiety in the literal listening class, and to know the causes and selected strategies to reduce anxiety. Some instruments were utilized in this study including the questionnaires on anxiety and learning strategies, and their final score. A semi-structured interview was also used to elicit the EFL learners' experiences in the class. Participated in the study, 40 second-semester students taking the literal listening class were required to fill out the two questionnaires and their target from the final listening score was also counted. This mixed-method research utilized descriptive and correlation statistics addressed to answer the research focuses, and analyze the interview transcripts descriptively. The first finding was that there were three different distributions of scores, with "Good" category learners who experienced high anxiety. Further, strategy deployment correlated moderately and significantly with the EFL learners' proficiency in listening class. More specific results indicated that they felt anxious when the class activities were on test or quiz time and related to the task types of literal listening. To solve such anxiety, some of the students focused on using keywords, and some are guessing the context. Few of them matched the questions to the context and searched in Google for the meaning. It is expected that EFL teachers elicit and level problems of anxiety from the early stages to determine appropriate and effective strategies to cope with and lead to better proficiency.

Key words: anxiety, learning strategy, EFL Literal Listening, proficiency

Abstrak: *Penelitian ini bertujuan untuk mengidentifikasi profil kecemasan mahasiswa di kelas literal listening, korelasi antara pencapaian strategi pembelajar EFL dan skor mendengarkan yang dikendalikan oleh kecemasan di kelas literal listening dan untuk mengetahui penyebab dan strategi yang dipilih untuk mengurangi rasa kecemasan. Beberapa instrumen yang digunakan dalam penelitian ini antara lain angket kecemasan dan strategi belajar, serta skor akhir. Wawancara semi-terstruktur juga digunakan untuk memperoleh pengalaman pembelajar Bahasa Inggris sebagai Bahasa Asing di kelas. Berpartisipasi dalam penelitian ini, 40 mahasiswa semester kedua yang mengampu di mata kuliah literal listening diminta untuk mengisi dua kuesioner dan skor akhir mata kuliah ini juga dianalisis. Penelitian dengan metode campuran ini menggunakan statistik deskriptif dan statistik korelasi yang ditujukan untuk menjawab fokus masalah dalam penelitian ini, dan menganalisis transkrip wawancara secara deskriptif. Temuan pertama adalah terdapat tiga distribusi skor yang berbeda, dengan kategori "Baik" dari peserta didik yang mengalami kecemasan tinggi. Selanjutnya, penerapan strategi berkorelasi secara moderat dan signifikan dengan kemahiran pelajar EFL di kelas literal listening. Hasil yang lebih spesifik menunjukkan bahwa mereka merasa cemas ketika kegiatan kelas fokus pada waktu tes atau kuis dan terkait dengan beberapa jenis tugas literal listening. Untuk mengatasi kecemasan tersebut, sebagian siswa fokus menggunakan kata kunci, dan sebagian lagi menebak konteksnya. Beberapa dari mereka mencocokkan pertanyaan dengan konteks dan mencari artinya di Google. Dengan ini, diharapkan bahwa guru atau pengajar Bahasa Inggris mengidentifikasi dan mengatasi masalah kecemasan dari tahap awal untuk menentukan strategi yang tepat dan efektif serta dapat mengatasi dan megarah pada tingkat kemahiran yang lebih baik.*

Kata kunci: *kecemasan, strategi belajar, kelas EFL Literal Listening, kecakapan*

INTRODUCTION

The term strategies are commonly known as one of the affecting factors to enhance a learner's English as a foreign language (EFL) in mastering the listening skill and making the learner comprehend aural passages. A strategy attainment could alleviate students' listening comprehension, and the successful selection would distinguish the level of students' achievement (Al-Azzemy & Al-Jamal (2019); Hidayanti, Suhartoyo, & Kurniasih (2020)), thus, leading to better vocabulary mastery (Brown, (2007); Zheng, (2008); Sadiq, (2017))

One of the important aspect of student's learning is the feeling of anxiety. This label is closely related to some learners' condition in learning to listen as they need to be accustomed to English native speakers. Some possible reasons might be due to limited vocabulary or "linguistic deficiency" to comprehend and process what has been heard (Zheng, 2008). Other reasons foranxiety might be caused by the less knowledge of enunciation, types of accents, and related to being less accustomed to listening to natives' pronunciation and intonation (Vogely, 1998).

Some studies underlying the topic of anxiety have been investigated and focused on four English skills, one of which is listening. Kimura (2008) investigated Japanese freshmen students in English communication classes utilizing the Foreign Language Listening Anxiety Scale (FLLAS). The FLLAS consists of three factors "Emotionality, Worry, and Anticipatory Fear." Given to 452 learners, the study found that University students have different anxiety results. Emotionality was mostly experienced by Math students than in other classes. Those three factors were adapted and used to be investigated further in this study.

In Iran, Golchi (2012) aimed his study at investigating listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. Utilizing four instruments of a Background Questionnaire, a Listening Anxiety Questionnaire, a Listening Comprehension Strategy Questionnaire, and an IELTS listening test, sixty-three students were enrolled in the study. In terms of correlation, the results revealed that listening anxiety had a negative correlation with listening comprehension and listening strategy use. Moreover, the findings showed that low-anxious learners used metacognitive strategies more than did high-anxious learners. Both groups were insignificantly different in the selection of cognitive and social/affective learning strategies. Surprisingly, low anxious learners achieved better in the listening comprehension test. Meanwhile, in terms of gender, females experienced a higher level of anxiety compared to their counterparts. Further, years of studying English also had a significant negative effect on IELTS learners' anxiety. Meanwhile, Rezazadeh & Zarrinabadi (2020) found that the learners' cognitive aspects influence their states and level of enjoyment and anxiety. They suggested adding more emotional aspects such as "guilt, curiosity, hope and pride" for future study and to examine the need for cognition in learners' proficiency.

In China, Zhou (2021) investigated the use of strategies to handle anxiety in the class. It was found that the students deployed metacognitive followed by cognitive and social or affective strategy categories. Further results confirmed the

students had low levels of anxiety. Meanwhile, in terms of the correlation aspect, there was no significant correlation between listening anxiety and the use of strategies. Similar to the use of metacognitive strategies, a further study conducted by Sok & Shin (2021) found that metacognitive awareness was correlated and mediated the relationship between aptitude and English listening comprehension for the young-beginning level of EFL. This study suggests that extending different ages and proficiency levels and investigating how extent the learners apply the strategies in the listening test.

In some other studies, language learning strategies play a crucial role to enhance language learning proficiency. Moreover, the use of strategies could benefit EFL learners to solve the problems occurred in the learning process. As listening becomes the first skill to acquire, it is necessary to master such skill. Namaziandost, Neisi, Mahdavirad, and Nasri (2019) aimed their study to find the listening comprehension problems among highly proficient EFL students and their strategy deployment. The problems specifically included input, context, listener, process, affect, and task problems. Meanwhile, the strategy categories involve the strategies of cognitive, meta-cognitive, and socio-affective strategies. The findings revealed that the students experienced problems with input and affect and selected the meta-cognitive at most. There was a significant and negative correlation between the two aspects of listening problems and strategy attainment among the learners. However, the level of strategy usage was still moderate meaning that there should be more time conducting and investigating further attainment of the learning strategy in a longer time. Moreover, they add that listening is vital as it is "critical and basic, not only as a receptive skill" which then contributes to the EFL speaking ability. A further study conducted by Sok & Shin (2021) found that metacognitive awareness correlated and mediated the relationship between aptitude and English listening comprehension for the young-beginning level of EFL. This study suggests extending different ages and proficiency levels and investigating how extent the learners apply the strategies in the listening test.

Those previous studies have investigated the use of learning strategies to cope with some problems posed by the learners in listening class as the perceptive skill. The problems varied related to the input, the task problems, lack of vocabulary, anxiety, and so forth. Some of the findings indicated that EFL learners tend to select metacognitive strategies frequently (Golchi, 2012; Namaziandost, Neisi, Mahdavirad, and Nasri, 2019; Sok and Shin, 2021; Zhou, 2021) to cope the problems in listening. In addition to the anxiety, the findings showed that there was a moderate or even negative correlation among the level of anxiety, the strategy choice, and the EFL learners' listening proficiency.

However, more investigations on the learning strategy deployment to overcome the problems in learning and mastering EFL listening skill is still worth researching. The different contexts of learning and background of English, culture, problems in understanding the listening texts, the emotional aspect to learning to listen, and the types of learning strategies, etc. need to be investigated more deeply utilizing a longer period of study and more instruments.

Regarding the feeling of anxiety, some of the students would experience great, moderate, or even no anxiety at all in learning EFL although in the listening class. This situation needs further investigation. Thus, this recent study is aimed at identifying the correlation between the learning strategies and the perceived listening score with the controlling variable of anxiety in the literal listening class. Specifically, underlying the Foreign Language Listening Anxiety Scale (FLLAS) by Kim (2000) in Kimura (2008), the current study investigates different groups of students' achievement in literal listening class and to what extent successful learners differ in terms of experiencing anxiety. The followings are the problems encountered in this study:

1. To what extent do high achievers experience anxiety compared to other levels of the students?

2. Is there any significant relationship between strategy attainment and the second EFL learners' listening scores, with the controlling variable of anxiety in the literal listening class?

3. What are the possible causes and solving ways of feeling anxious in the literal listening class?

LITERATURE REVIEW

A.   The Posteriori of Learning Strategies to Enhance Listening Skill

Identification of keywords, followed by guessing the context could be used and selected as the strategies that need to be emphasized in the learning situation so that the EFL students could be a success (Brown, 2007, p. :312). The present study employed the Posteriori Taxonomy of Strategies of Learning English Listening Skill (Zuhairi & Hidayanti, 2014) related to investigating the EFL learner's strategies. The first is the category of self-developing strategies. To improve their ability in listening, learners think about the learning approach that suits them, spending extra time learning in the language laboratory,

reviewing and connecting new words by looking at vocabulary cards or lists, and listening to English on the radio. Besides, learners are memorizing new words, using rhymes to remember new words, planning for memorizing new words at least five words every day, listening to CD and imitating the pronunciation, analyzing the language, and learning about the second language culture. Before practicing listening, the learners prepare a topic, pronunciation, or grammatical rules which are the greatest trouble. In whilst listening, students are taking notes of some words while listening, checking the phonetic symbols of new words, making a summary from the recording, asking the teacher, using synonyms, and guess what the students hear on the recording. Meanwhile, after a listening practice, learners check and evaluate their understanding.

The second is the category of interaction-based strategies. This category concerns the strategies in whilst listening. This involves the strategies of focusing on asking for repetition, the meaning of sentences/phrases to the teacher, and asking for repetition to confirm comprehension. Besides, this category also includes asking to other people/speakers to slow down saying the words, looking up the dictionary for new words or grammar books for the sentence structure, and concentrating on somebody's speaking and focusing on the stressed words on the recording.

The next category involves scanning strategies. There are some strategy items covered in this classification for listening activities. In pre-listening, students identify listening activities clearly (e.g. what should I listen to; the general idea or facts) and look for and concentrate on keywords from the picture and/or information in texts before listening. In whilst listening activities, learners try to understand the different accents or intonations of the speaker and pay attention to the subject and verb of the sentence. Once learners have found the keywords, they guess the meaning based on the context or familiar situation and reassure understanding after listening to English.

The fourth is the category of metacognitive strategies. This classification contains some strategies in both pre and whilst listening activities. First is the strategies of thinking about the progress in learning English and having clear goals for improving English listening skill. In whilst listening, students try to understand every individual word to understand the passage, listen to what has been spoken to practice listening skill, and more importantly try to guess by using the familiar word(s).

Then the category of compensation strategies covers the following strategies. The first strategy is making guesses about unfamiliar words and using

a word or phrase that means the same thing. The following strategies are looking at the visual aids and/or the title of the text first and predicting its content before listening. Finally, using clues to guess the meaning and trying to understand the idea by referring to previous experiences and previous knowledge is useful to get the answers.

The latter category is cognitive strategies in three aspects. The main strategy focuses on looking for similarities and differences between English and the native language to understand the aural passages. Relating the sound of the new word to the sound of a familiar word would be the next strategy item. Then after finding similarities and differences, students translate English into their native language.

The next is the category of input-output strategies. This part concerns some strategies while listening to listening texts. Taking a memo while listening to English is greatly required. This way will be useful to try to understand the main ideas (rather than pay attention to the meaning of every single word). Last, if students lose their focus while listening to English, they need to refocus their attention.

The last category is self-negotiating which focuses on three points. The first point of the strategy is avoiding translating word-for-word. The next part suggests students study English with friends to improve their ability in listening. Finally, the last point is connecting the pronunciation of the word with the Indonesian word which has a similar sound.

B. The Listening Anxiety

Concerning anxiety, the term refers to the feeling of tension, nervousness, and worry that are related to the nervous system of humans" (Rahimi & Soleymani, 2015 as cited in Adnan, et al. 2020). The present study utilized the Foreign Language Listening Anxiety Scale (FLLAS) by Kim (2000) in Kimura (2008). It is in the form of 5-point-Likert-type questionnaires, and the 33 items were comprised of three factors "Emotionality, Worry, and Anticipatory Fear". Thus, the three factors were adapted as the main investigated aspects of EFL learners' anxiety.

C. The Perceived Listening Score

Listening requires the *micro-skills* (Brown, 2007) of realizing the pattern structure, stressed words, rhetorical aspect of the words and word structure, predicting and guessing the words or topic, generalizing and differentiating the

literal meaning and cohesion, and using the nonverbal clues to comprehend the aural texts. Listening ability refers to the attainment of language points that students get on some listening passages from the given materials. Specifically, the main objectives of literal listening are to be able to comprehend some topics from various English dialogues, identify the main and specific information, keywords/clues, and conclude the information based on the topic.

METHOD

The current study unveiled the research problems through a mixed method of qualitative and quantitative research. A quantitative study with correlational research designs was confirmed in the current study. 40 second-semester EFL students took their compulsory subject at the Literal Listening and were enrolled to be the research participants. Majoring in the English department for about two semesters and having been learning the language since their secondary level become the main reasons to be selected.

The instruments covered the questionnaires on anxiety adapted from the Foreign Language Listening Anxiety Scale (FLLAS) by Kim (2000) in Kimura (2008). It is in the form of a 5-point-Likert-type and were 33 in total that comprised the "Emotionality, Worry, and Anticipatory Fear" in learning to listen. The Posteriori Taxonomy of Strategies of Learning English Listening Skill (Zuhairi & Hidayanti, 2014) was also confirmed to be the second instrument to gain the students' strategy information. The final score, finally, was taken to correlate with the two aspects of anxiety and strategy, whether the score give a contribution or not. Purposive sampling was also implemented to select the participants for the interview to elicit further data on how far they feel anxious and what specific strategies they have chosen.

Having been aforementioned in the preceding section, the collected data were analyzed using descriptive to find the mean and correlation statistics using SPSS 20. The partial correlation was utilized by calculating the data from the listening strategy and the score, and anxiety was the controlling variable. A further interpretation was needed to find how strongly the variables are correlated based on Cohen (1988, pp. 79-81) with the following criteria of small r=.10 to .29, medium r=.30 to .49, and large r=.50 to 1.0. The results from the interview were analyzed descriptively.

RESULTS AND DISCUSSIONS

The recent study was aimed at identifying the level of anxiety posed by students with higher achievement in listening, the correlation between the strategy choice and their scores with anxiety as the controlled variable, and the causes and solving problems when they feel anxious in listening class.

Question 1: Compared to the level of proficiency, to what extent do high achievers experience anxiety?

Table 1:
Score Distribution & Mean score of anxiety among three categories of groups

Level of Mastery	Category	Percentage	Mean of anxiety
80-81	Very Good	20%	62,87
70-77	Good	50%	70,40
58-69	Average	30%	65

The preceding Table 1 presents three groups with different proficiency levels and the mean of experiencing anxiety in literal listening class. Among 40 EFL students, 50 percent of the scores confirm at Good category. Those students were at a high mean of experiencing anxiety. Out of 40, 12 students account for 65 as the mean score for anxiety. Meanwhile, the students who are categorized as Very Good learners confirm 62.87 of the mean. Surprisingly, the lower level of the category of average confirm a moderate level of anxiety compared to the Good category. The finding confirms that among three levels-based listening scores, low-to-high levels, Very Good learners did not experience high anxiety as they were labeled at a moderate level of experiencing anxiety in literal listening class compared to their counterparts.

Question 2: Is there any significant relationship between strategy attainment and their listening scores, with the controlling variable of anxiety in the literal listening class?

The data collected from the two questionnaires; the learning strategy and the anxiety, as well as the listening score, were calculated with partial correlation analysis. The following Table 2 presents information on the relationship formed intervariables before and after being controlled by the aspect of anxiety. The first half of the Table is the normal Pearson product-moment correlation matrix between the two variables of learning strategy and the listening score, not controlling for the control variable, anxiety.

Table 2:
The Result of Statistical Data Analysis

Correlations

Control Variables			Strategy	Score	Anxiety
-none-ᵃ	Strategy	Correlation	1.000	.379	.092
		Significance (2-tailed)	.	.016	.571
		df	0	38	38
	Score	Correlation	.379	1.000	.014
		Significance (2-tailed)	.016	.	.930
		df	38	0	38
	Anxiety	Correlation	.092	.014	1.000
		Significance (2-tailed)	.571	.930	.
		df	38	38	0
Anxiety	Strategy	Correlation	1.000	.380	
		Significance (2-tailed)	.	.017	
		df	0	37	
	Score	Correlation	.380	1.000	
		Significance (2-tailed)	.017	.	
		df	37	0	

a. Cells contain zero-order (Pearson) correlations.

The table presents a medium, positive, partial correlation between the strategy choice and the perceived listening score, $r = .379$, and the Sig. value (2-tailed) of .016 < .05. This means that there is a positive and significant correlation between the selection of strategy and the listening score without the controlling variable (anxiety). This implies that the more the students select and deploy the learning strategy the better their score is.

The second half of Table 2shows the correlation score or the relationship between variables of Strategy attainment and the literal listening score after inputting anxiety as the controlling variable. It confirms with the coefficient correlation of .380 and p-value score of .017 < .05 which means significant and the correlation was at a moderate level. To sum up, the result confirmed from the table, the variable of anxiety as the controlled variable affects the correlation between the students' strategy deployment and their listening score. This means that the level of anxiety could also affect their listening achievement.

Question 3: What are the major causes and solving anxiety in the Literal Listening Class?

The data collected were elicited through a semi-structured interview. In this session, some students were selected purposively who obtained higher anxiety levels were asked for more time in participating in the interview based on their agreement arranged beforehand. Of the anxiety types, 3 factors

aforementioned, the students experienced factor 2 at most. The points are related to being "worried" about the unfamiliar intonation, English words, and passages or topics, being tested, and feeling afraid of listening to fast speakers. Besides, they were also asked about the solution to reduce their anxiety. Here are the listed Interview Questions (IQ) and excerpts from the interviewees related to anxiety.

IQ 1: When did you feel most worried?

"I feel nervous in every test time, especially for the listening test" (P1)

"I feel nervous when the test is conducted" (P2)

"I feel nervous in the test time because sometimes the voice is not clear. I cannot hear correctly" (P3)

"I am nervous because I am afraid of the listening test" (P4)

"I feel nervous when in the test such as quiz because sometimes I lost my concentration when I found new words." (P5)

"I feel nervous in the test time whether in pretest, daily test and midtest, and I always think about the score." (P6)

" I feel nervous not in every test but sometimes when the listening is played twice."(P7)

IQ 2: What topic or type of listening activities did you experience anxiety?

"I am nervous when the listening activity is on note-completion" (P1)

"The most difficult type is identifying something in the listening text" (P1)

"I am confused when I match picture" (P3)

"Sometimes I feel difficult in any type of exercise" (P4)

"I think all of the types are difficult. The most difficult type is arranging the pictures and identifying the spelling of western names" (P5)

"I get worried when I cannot answer identifying the names of City than putting the pictures in order" (P6)

"The most difficult is identifying exercise" (P7)

The transcripts confirm the students' problems with anxiety which is a feeling of worry in the listening class especially when they are in test or quiz situations. Besides, they felt anxious when they faced some listening activities of completing the notes or forms, identification of names or cities, and spelling the English names. Some said that ordering pictures also caused anxiety. To reduce anxiety, they applied some learning strategies based on the written interview questions and the transcripts below:

IQ 1: What ways or strategies do you usually have to solve anxiety (related problems)?

"Usually I search for keywords that are listened and see which picture I think suitable." (P1)

"Usually I don't do anything, but sometimes I try to match the questions and guess the context." (P2)

"When I listen, If I don't understand I try to guess the context." (P3)

"I don't know and I just listen and I need my earphone to get focus and listen carefully." (P4)

"I do matching and trying to guess the context." (P5)

"If I have enough time I search from Google, in the opposite, If it is not enough time, I guess the context."(P6)

"Usually I search for every keyword and sometimes I do not do anything because I am nervous and just go on to the next numbers."(P7)

IQ 4: Do you have extra listening activities (Independent listening activities)?

"All participants say "YES".

The aforementioned excerpts indicate that EFL learners' strategies to cope with the problem are identifying and focusing on keywords, matching and

guessing the context, and some of them are just listening. To improve their ability, they tend to build their listening independently in their free time.

RESULTS AND DISCUSSIONS

The preceding section mentions that the first finding confirms three different levels of proficiency and the mean for experiencing anxiety in literal listening class. The result indicated that the EFL students experiencing anxiety were orderly achieved by "Good" followed by "Average" to "Very Good" category learners. Meanwhile, the mean score for anxiety, among the three groups, "Good" learners were at high anxiety. The second finding revealed a significant and moderate correlation between strategy attainment and the score even if not controlled by anxiety. This implies that the more the students selected the learning strategies, the better their achievement was. In turn, as the controlling variable, there is a medium correlation between the score and being anxious in class. The second finding comes up with the type of anxiety confirmed as the most experienced feeling of being worried as they are not familiar with the new English words, pronunciation or intonation, high speed, and the test or quiz times. To solve those problems, they tried focusing on the clues and using their free time to have more independent listening activities. Once they identified the clues, they guessed the context. For some occasions, they rarely visited Google to search for meaning.

The current finding on the use of learning strategies correlates to the proficiency support of the studies conducted by Al-Azzemy & Al-Jamal (2019) as well as supporting the planning for having more and extra listening activities to train the listening ability. The strategy deployment also unveils the problems of anxiety where they could increase the listening score by pointing out the keywords, followed by guessing the context (Brown, 2007:312; Hidayanti, Suhartoyo, & Kurniasih, 2020). Time spent in independent listening activities could also benefit their vocabulary enrichment. A specific situation where the students focus on keywords leads to better vocabulary mastery (Brown, 2007; Zheng, 2008; Sadiq, 2017).

Regarding anxiety, the EFL learners faced factor 2 "Being Worried" at most such as feeling worried about the test and quiz time, and did not familiarize themselves with the English words, intonation, fast speed, moreover, the topics or task types. This is not in line with the finding from Kimura (2008) who found the students mostly experienced "Emotionality". In different skill proficiency, the study from Lestari, Loeneto, & Ihsan (2019) revealed a contradictory result

that the results of the study were a negative low correlation between English learning anxiety and speaking achievement. To correlate between listening anxiety and strategies, the current finding was not confirmed by Zhou (2020) who found that there was no correlation between anxiety and strategy selection. In terms of low and high-anxious learners, the current study doesn't specify the two different groups related to the use of learning strategies. Golchi (2012) was also not in line that he found listening anxiety had a negative correlation with listening comprehension and listening strategy

As raised in the interview sessions, some students argued that they experienced some problems and felt more, even, high anxiety related to completing some tasks in listening class. Consequently, those problems influenced their score as most of them achieved a moderate level of achievement, thus, at "Good" category. In addition, they chose and selected some strategies such as searching for keywords, guessing the context, or just listening to the passages without doing any further effort. This is not in line with Namaziandost, Neisi, Mahdavirad, and Nasri (2019) who confirmed that there was a significant and negative correlation between the two aspects of listening problems and strategy attainment among the learners. However, the term planning as categorized in the metacognitive aspect was also similar to the recently found data that the students preferred to improve and enhance their vocabulary and even train their listening comprehension through some extra independent listening activities.

CONCLUSION

To sum up, the findings reveal three different proficiency levels with a high mean of anxiety confirmed at "Good" category learners. Then it was found there was a positive moderate correlation between the learning strategy and the listening score not controlled by anxiety. Indeed, the controlling variable, anxiety, is correlated significantly and moderately with the perceived listening score in the literal listening class. Talking further about the problems of anxiety, more findings confirm that the students felt afraid of being tested or joining in the quiz time because they questioned about what to listen to related to new vocabs, what type of activity, and how fast or slow the speed is before listening to the passages. Finally, they deployed some ways of learning to comprehend the listening passages by focusing on the keywords and guessing from the context even though do not know the meaning.

Regarding the results, there are some suggestions and limitations of the study. For pedagogical implications, it is hoped that EFL teachers, especially listening subjects, gain the profile of their students' anxiety. After identifying the anxiety, teachers should classify them to find the effective strategies used to overcome the problems. Related to the limitations, the current study revealed with a small total of students, that future research should cover larger samples. In addition, the preceding information about the three different levels was limited to the overall mean of anxiety, thus, there should be a more depth analysis of the anxiety level experienced by each student in every group. Besides, future research should investigate more deeply the three types of anxiety proposed by Kimura (2008) and be analyzed more explicitly, moreover, the strategic ways to cope with the possible anxiety in EFL class.

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